




Year 10



# Athletics



At Malbank we will teach a variety of both field and track events. By the end of Year 9 students will be able to demonstrate the key field and track event skills and techniques for running, jumping and throwing and apply appropriate rules for these events. They will be able to achieve their personal bests in each event and compare to normative data from the ESSA award scheme and school records. They will be able to analyse their own performance and know how to improve in the future.

Prior Knowledge	Current	Future
<p><b>Pupils should have:</b></p> <p>To further, develop knowledge and understanding of advanced skills, techniques, rules and regulations of all Athletic activities and apply them in competitive situations. Develop performance of the advanced techniques in sprinting, long-distance running, throwing and jumping events. Apply knowledge and understanding of the factors that affect performance in these events in competition.</p> <ul style="list-style-type: none"> <li>Communicates and work collaboratively with others to plan effective tactics for Athletics</li> <li>Confidently lead a small group warm up or activity suitable for Athletics</li> <li>Assists with officiating in lessons for example starting and timing a race</li> <li>Listens to and responds to feedback from others</li> <li>Joins in with all activities even</li> </ul>	<p><b>HEAD - Knowledge</b></p>	<p><b>Pupils should go on to:</b></p> <ul style="list-style-type: none"> <li>Consistently works independently and with others without the need for support</li> <li>Takes the initiative to lead within lessons</li> <li>Motivates and encourages good values in others</li> <li>Shows high levels of confidence, organisation and communication</li> <li>Demonstrates excellent levels of self-confidence</li> <li>Demonstrates clear and positive values when participating and leading</li> <li>Shows consistent positive learning behaviours, demonstrating a range of key values related to physical activity and lifestyle</li> </ul>
	 <p><i>Knowledge, Tactical, Decision Making, Analysis, Rules</i></p> <p>To further, develop knowledge and understanding of advanced skills, techniques, rules and regulations of all Athletic activities and apply them in competitive situations. Develop performance of the advanced techniques in sprinting, long-distance running, throwing and jumping events.</p> <p>Apply knowledge and understanding of the factors that affect performance in these events in competition.</p>	
	<p><b>HEART - Personal Development</b></p>  <ul style="list-style-type: none"> <li><i>Leadership, Effort, Commitment, Respect, Motivation, Resilience, Confidence, LORIC</i></li> <li>Leads others with little support when organising or officiating activities</li> <li>Provides constructive feedback to others</li> <li>Sets realistic and challenging goals using normative data and school records</li> <li>Regularly volunteers to help others</li> <li>Manages emotions during challenging situations</li> <li>Demonstrates sportsmanship in competitive situations</li> <li>Be resilient even when they find things difficult or make mistakes</li> <li>Uses their own experience to support others</li> </ul>	
<p><b>HAND - Skills</b></p>  <p><i>Fitness levels, Skill Development, Technique, Skill Application, Competitive, Problem Solving</i></p> <ul style="list-style-type: none"> <li>To demonstrate advanced technique for long and triple jump and high jump</li> <li>To demonstrate the glide technique for the shot and rotational movement for discus</li> <li>To demonstrate an advanced start position and quick reactions for the sprint events and develop advanced pacing and specific markers for the long distance events</li> <li>To demonstrate an advanced relay exchange</li> <li>To be able to measure field events accurately</li> <li>To be able to time a track event accurately</li> </ul>		



# Health Fitness & Lifestyle



At Malbank we will use a variety of activities to explore fitness and its connection to health and Lifestyle




Prior Knowledge	Current	Future
<p>The difference between muscular strength and muscular endurance and how MHR can be used to help to improve cardiovascular endurance. They should be able to increase the intensity of strength exercises and understand which muscles contribute to lower body movements</p> <p>They should be confident in their ability to use the cardio equipment safely and effectively, to show respect to the others in the group whilst also being able to offer support. They are able answer questions in class and remain motivated when activities become physically demanding</p> <p>The should be able to accurately perform strength exercises for increasing amounts of time and with maintained form. The have been able to Improve their cardiovascular endurance by applying their knowledge of MHR and improved their muscular strength by using a variety of methods to increase the intensity of strength exercises.</p>	<h3>HEAD - Knowledge</h3>	<p>Pupils should go on to know how to use the resistance machines safely and know how to use them to improve strength and muscular endurance. They will learn about different methods of training and how they improve different components of fitness</p> <p>They will consistently work independently and with others without the need for support, whilst motivating and encouraging good values in others. They will show high levels of confidence, organisation and communication and demonstrate excellent levels of self-confidence when participating and leading</p> <p>They will go on to develop personalised training programmes to improve a variety of components of fitness, using a variety of methods of training</p>
	 <p><i>Knowledge, Tactical, Decision Making, Analysis, Rules</i></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of what aerobic and anaerobic fitness</li> <li>• Knowledge and understanding of %MHR to improve aerobic and anaerobic fitness</li> <li>• Develop knowledge and understanding of training zones to improve fitness</li> <li>• Knowledge of reps and sets to improve muscular strength and muscular endurance</li> </ul>	
	<h3>HEART - Personal Development</h3>  <p><i>Leadership, Effort, Commitment, Respect, Motivation, Resilience, Confidence, LORIC</i></p> <ul style="list-style-type: none"> <li>• Can confidently perform a variety of endurance and strength activities to improve fitness</li> <li>• Provides constructive feedback to others</li> <li>• Sets realistic and challenging goals</li> <li>• Regularly volunteers to help others</li> <li>• Is able to remain motivated when working at high intensities</li> </ul>	
	<h3>HAND - Skills</h3>  <p><i>Fitness levels, Skill Development, Technique, Skill Application, Competitive, Problem Solving</i></p> <ul style="list-style-type: none"> <li>• Improve their levels of fitness by planning and implementing a personalised fitness training programme, by applying their knowledge of MHR, training zones, reps and sets</li> </ul>	



# Invasion Games



At Malbank we will use a variety of invasion games like Football, Rugby, Netball, Basketball, Handball or Hockey to develop positional play and tactics in a competitive team environment




Prior Knowledge	Current	Future
<p><b>Pupils should have:</b></p> <p>Further developed knowledge and understanding of basic, techniques, rules and regulations of all invasion games.</p> <p>further developed knowledge of performance of the basic skills of passing, shooting, footwork, turning, dribbling, tackling and ball control and to develop advanced knowledge in these areas.</p> <p>Developed knowledge and understanding of advanced rules, tactics, scoring and positional play</p>	<div data-bbox="570 425 2007 491" style="background-color: #FFD700; padding: 5px;"><b>HEAD - Knowledge</b></div> <div data-bbox="570 491 2007 896">  <p><i>Knowledge, Tactical, Decision Making, Analysis, Rules</i></p> <p>To further, develop knowledge and understanding of advanced skills, techniques, rules and regulations of invasion games and to apply them in competitive situations.</p> <p>Apply advanced skills in long-range passing, shooting, footwork, turning, dribbling and ball control in competitive situations.</p> <p>Develop and demonstrate a clear knowledge and understanding of advanced attacking and defending tactics in competitive situations</p> </div>	<p><b>Pupils should go on to:</b></p> <p>Add consistency and effectiveness of their performance in advanced skills for:</p> <ul style="list-style-type: none"> <li>• Passing and receiving.</li> <li>• Tackling.</li> <li>• Shooting.</li> <li>• Dribbling and turning.</li> </ul>
	<div data-bbox="570 896 2007 962" style="background-color: #8B0000; color: white; padding: 5px;"><b>HEART - Personal Development</b></div> <div data-bbox="570 962 2007 1210">  <ul style="list-style-type: none"> <li>- <i>Leadership, Effort, Commitment, Respect, Motivation, Resilience, Confidence, LORIC</i></li> <li>• Leads others with little support when organising or officiating activities</li> <li>• Provides constructive feedback to others</li> <li>• Sets realistic and challenging goals</li> <li>• Regularly volunteers to help others</li> <li>• Manages emotions during challenging situations</li> <li>• Demonstrates sportsmanship in competitive situations</li> <li>• Be resilient even when they find things difficult or make mistakes</li> <li>• Uses their own experience to support others</li> </ul> </div>	<p>To be able to demonstrate these advanced skills in fully competitive situations.</p>
	<div data-bbox="570 1210 2007 1276" style="background-color: #00008B; color: white; padding: 5px;"><b>HAND - Skills</b></div> <div data-bbox="570 1276 2007 1428">  <p><i>Fitness levels, Skill Development, Technique, Skill Application, Competitive, Problem Solving</i></p> <ul style="list-style-type: none"> <li>• To demonstrate advanced passing and receiving techniques – for example, long distance passing with accuracy in football.</li> <li>• To demonstrate advanced tackling techniques for example an effective slide tackle in football.</li> </ul> </div>	<p>Further develop their knowledge and understanding of advanced tactics for attacking and defending and to be able to apply these tactics consistently in fully competitive situations.</p>



# Movement Exploration



At Malbank we will teach a variety of movement exploration sports such as trampolining, gymnastics and dance. By the end of year 9 students will be able demonstrate a variety of skills, techniques and rules related to these sports. They will have been physically active during these lessons and be able to demonstrate how to apply skills and techniques during closed skill practices and competitive situations. Students will be able to lead some stages of a warm up to small groups and explain it's purpose. They will be able to analyse their own performance and know how to improve in the future.




Prior Knowledge	Current	Future
<p><b>Pupils should have:</b></p> <ul style="list-style-type: none"> <li>Communicates and works collaboratively with others</li> <li>Confidently leads a small group warm up or activity</li> <li>Assists with officiating in lessons</li> <li>Listens to and responds to feedback from others</li> <li>Joins in with all activities even when they find them difficult</li> <li>Shows fair play, respect and support for other pupils in the class</li> <li>Willing to ask for help when needed</li> <li>Answers questions in front of peers</li> <li>Demonstrates self control and responsibility</li> <li>Controls feelings when winning or losing</li> </ul>	<p><b>HEAD - Knowledge</b></p>	<p><b>Pupils should go on to:</b></p> <ul style="list-style-type: none"> <li>Consistently works independently and with others without the need for support</li> <li>Takes the initiative to lead within lessons</li> <li>Motivates and encourages good values in others</li> <li>Shows high levels of confidence, organisation and communication</li> <li>Demonstrates excellent levels of self-confidence</li> <li>Demonstrates clear and positive values when participating and leading</li> <li>Shows consistent positive learning behaviours, demonstrating a range of key values related to physical activity and lifestyle</li> </ul>
	<p><i>Knowledge, Tactical, Decision Making, Analysis, Rules</i></p>  <ul style="list-style-type: none"> <li>To use creativity to develop/ choreograph routines and sequences whilst demonstrating an understanding of aesthetics in performance.</li> <li>To develop sequences based on flight using different parts of the body, level and speed working both independently and in groups.</li> <li>To use vaulting equipment safety in order to develop a variety of vaults from the buck to the box</li> </ul>	
	<p><b>HEART - Personal Development</b></p> <p><i>Leadership, Effort, Commitment, Respect, Motivation, Resilience, Confidence, LORIC</i></p>  <ul style="list-style-type: none"> <li>Leads others with little support when organising or officiating activities</li> <li>Provides constructive feedback to others</li> <li>Sets realistic and challenging goals</li> <li>Regularly volunteers to help others</li> <li>Manages emotions during challenging situations</li> <li>Demonstrates sportsmanship in competitive situations</li> <li>Be resilient even when they find things difficult or make mistakes</li> <li>Uses their own experience to support others</li> </ul>	
	<p><b>HAND - Skills</b></p>	
<p><i>Fitness levels, Skill Development, Technique, Skill Application, Competitive, Problem Solving</i></p>  <ul style="list-style-type: none"> <li>To demonstrate skills and techniques with consistent accuracy and success, a good range of appropriate skills and techniques in challenging activities.</li> <li>To link skills together in across a variety of activities with success.</li> <li>To demonstrate a routine with accuracy and success in a competitive situation.</li> </ul>		



# Net/ Wall Games



At Malbank we will provide a broad and balanced curriculum utilizing a variety of sports across all 6 themes throughout the year. Pupils can expect to participate in sports like Volleyball, Badminton, Tennis and Table Tennis under the “Net/Wall Games Theme”

Prior Knowledge	Current	Future
<p><b>Pupils should have:</b></p> <ul style="list-style-type: none"> <li>Further developed knowledge and understanding of basic skills, techniques, rules and regulations of all activities and apply them in competitive situations.</li> <li>Developed knowledge and understanding of advanced skills and techniques.</li> <li>Applied knowledge and understanding of basic tactics and positional play in competitive situations.</li> <li>For example; in Volleyball pupils will be able to serve, know where to position themselves to receive serve, pass to teammate and volley over the net in attack</li> </ul> <p>It is expected that pupils will be able to;</p> <ul style="list-style-type: none"> <li>Confidently lead a small group warm up or activity</li> <li>Assist with officiating in lessons</li> <li>Listen to and respond to feedback from others</li> <li>Join in with all activities even when they find them difficult</li> <li>Show fair play, respect and support for other pupils in the class</li> <li>Willing to ask for help when needed</li> <li>Answer questions in front of peers confidently.</li> <li>Controls feelings when winning or losing</li> </ul>	<p><b>HEAD - Knowledge</b></p>	<p><b>Pupils should go on to:</b></p> <ul style="list-style-type: none"> <li>Further, develop knowledge and understanding of advanced skills, techniques, rules and regulations of all activities and apply them in competitive situations successfully and creatively</li> <li>Know when to apply the advanced skills of serving, flick serve, forehand, drop shot, net shot, underhand clear, overhead clear, smash and backhand in Badminton; The overhead serve, forehand topspin/ backspin, backhand and volley in Tennis in competitive situations.</li> <li>Apply knowledge and understanding of advanced tactics and positional play in competitive situations to anticipate opponents move.</li> <li>Consistently works independently and with others without the need for support</li> <li>Takes the initiative to lead within lessons</li> <li>Shows high levels of confidence, organisation and communication</li> <li>Demonstrates clear and positive values when participating and leading</li> <li>Shows consistent positive learning behaviours, demonstrating a range of key values related to physical activity and lifestyle</li> </ul>
	 <p><i>Knowledge, Tactical, Decision Making, Analysis, Rules</i></p> <ul style="list-style-type: none"> <li>Further, develop knowledge and understanding of advanced skills, techniques, rules and regulations of all activities and apply them in competitive situations.</li> <li>Know when to apply the advanced skills of serving, flick serve, forehand, drop shot, net shot, underhand clear, smash and backhand in Badminton; The overhead serve, forehand topspin/ backspin, backhand and volley in competitive situations.</li> <li>Apply knowledge and understanding of advanced tactics and positional play in competitive situations.</li> </ul>	
	<p><b>HEART - Personal Development</b></p>	
 <p><i>Leadership, Effort, Commitment, Respect, Motivation, Resilience, Confidence, LORIC</i></p> <ul style="list-style-type: none"> <li>Leads others with little support when organising or officiating activities</li> <li>Provides constructive feedback to others</li> <li>Sets realistic and challenging goals</li> <li>Regularly volunteers to help others</li> <li>Manages emotions during challenging situations</li> <li>Demonstrates sportsmanship in competitive situations</li> <li>Be resilient even when they find things difficult or make mistakes</li> <li>Uses their own experience to support others</li> </ul>		
<p><b>HAND - Skills</b></p>		
 <p><i>Fitness levels, Skill Development, Technique, Skill Application, Competitive, Problem Solving</i></p> <ul style="list-style-type: none"> <li>Apply the advanced skills of serving, flick serve, forehand, drop shot, net shot, underhand clear, overhead clear, smash and backhand in Badminton; The overhead serve, forehand topspin/ backspin, backhand and volley in competitive situations. Overhead topspin serve in Volleyball along with the volley, set, reverse set, pass, tip and hit.</li> <li>Pupils will develop hand eye coordination and be able to apply it across a variety of different skills and techniques.</li> <li>Pupils will apply their fitness levels for sustained periods of time in competitive games.</li> <li>Pupils will take responsibility for their own progress, and how to make progress through self evaluation and practice.</li> <li>For example; Pupils will be able to outwit their opponents in competitive match play through creative shot selection relative to their performance level.</li> </ul>		